



INSTITUTO DEL PROGRESO LATINO

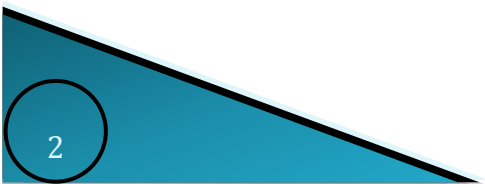
Health and Safety Awareness Teacher Manual

June 2012

This material was produced under grant number SH-22300-11 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Table of Contents

| | |
|---|---------|
| Introduction: About Instituto del Progreso Latino..... | page 3 |
| Health and Safety Awareness Themes..... | page 4 |
| <i>Theme 1: OSHA (2 hours)</i> | |
| Activity 1.1: OSHA Questionnaire: What legal rights do workers have to a safe job? (50 minutes)..... | page 5 |
| Activity 1.2: OSHA Questionnaire: What legal rights do workers have to a safe job? Review (40 minutes)..... | page 12 |
| Activity 1.3: Who is covered by Federal OSHA? (30 minutes)..... | page 14 |
| <i>Theme 2: Identifying Hazards (2 hours)</i> | |
| Activity 2.1: Workplace Interview (40 minutes)..... | page 17 |
| Activity 2.2: Defining Health and Safety Hazards (30 minutes)..... | page 19 |
| Activity 2.3: Risk Mapping (50 minutes)..... | page 24 |
| <i>Theme 3: Effects of Health Hazards (.75 hour)</i> | |
| Activity 3.1: Body Mapping (45 minutes)..... | page 27 |
| <i>Theme 4: Reducing Hazards (1 hour)</i> | |
| Activity 4.1: Reducing Hazards: Hierarchy of Controls (30 minutes)..... | page 29 |
| Activity 4.2: Reducing Hazards: A Skit (30 minutes)..... | page 31 |
| <i>Theme 5: Common Workplace Hazards (2 hours)</i> | |
| Activity 5.1: Hazard Symbols (30 minutes)..... | page 33 |
| Activity 5.2: Common Workplace Hazards (90 minutes)..... | page 35 |
| <i>Theme 6: Workplace Health and Safety Impact (.5 hour)</i> | |
| Activity 6.1: Workplace Health and Safety Impact (30 minutes)..... | page 38 |
| Resources..... | page 40 |
| Health and Safety Awareness Pre/Post Test..... | page 41 |
| Teacher Handout: Health and Safety Awareness Pre/Post Test Answers..... | page 43 |



Introduction: About Instituto del Progreso Latino

Our mission is to contribute to the fullest development of Latino immigrants and their families through education, training and employment that fosters full participation in the changing United States society while preserving cultural identity and dignity.

In the last 30 years, Instituto has emerged as a pioneering voice in the education and training of Latina/o immigrants and their families in Chicago. Instituto started as a church-based volunteer program offering recent Latina/o immigrants the opportunity to learn English, find employment, and accustom their children to the U.S. educational systems. Instituto has now evolved into a leading city, state and regional educational institution catering to over 14,000 participants and families annually.

Instituto's vision is to drive the movement of immigrant integration by stimulating the economy with highly skilled and educated workers. Instituto believes that real change can be achieved by investing in human capital and in our next generation of leaders.

At Instituto we believe that education is power—the power and freedom to live and enjoy the best of what this country has to offer. It is the power to provide for our families and ensure a better quality of life. Fuel the Power!

http://www.idpl.org/about_instituto.html

Health and Safety Awareness Themes

The purpose of this curriculum is to provide instructors with the basic tools and information for conducting health and safety awareness activities for adult education participants with limited literacy and English proficiency. In order to meet the variety of participants' learning styles, we focused on a general context for the required eight hours of OSHA curriculum and developed six interconnected themes. The six themes are:

1. OSHA
2. Identifying hazards
3. Effects of hazards
4. Reducing hazards
5. Common workplace hazards
6. Workplace Health and Safety Impact

The initial themes seemed like a logical approach to introduce health and safety awareness to the participants. It was important to first insure that students had a good knowledge of OSHA and understand their rights as workers and their right to have a safe and healthy work environment. Then we move into defining and identifying hazards, and particularly the hazards in the participants' current workplace. That is why we initiate the health and safety conversation asking the participants for their personal experiences. Through the development of a risk map, participants have the opportunity to elaborate on workplace hazards. It was also critical to understand the various effects that work related hazards have on people. Again, participants get to share their personal experiences by completing a body map and get a better understanding of the various routes of entry. And finally, the discussion moves into reducing hazards in the workplace. The participants are introduced to the hierarchy of controls and are given a chance to "test" different controls through a role-play activity. By initially approaching health and safety awareness in this manner, the participants become the center of attention of the curriculum. The participants' personal experiences help shape the curriculum become a more engaging and interactive learning experience.

Theme One: OSHA (2 hours)

Activity 1.1: OSHA Questionnaire: What legal rights do workers have to a safe job? (50 minutes)

Objectives:

- To assess students prior knowledge of OSHA and workers legal rights by completing a short questionnaire.

Materials:

- “Activity 1.1: OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” Handout
- “Job Safety and Health: It’s the Law!” Handout
- “OSHA Fact Sheet: Job Safety and Health” Handout
- “OSHA Fact Sheet: OSHA Inspections” Handout
- “OSHA Fact Sheet: Your Rights as a Whistleblower” Handout

Steps:

1. Ask the class what they know, or what they think they know, about OSHA, and allow the students to provide some answers. Explain that this lesson will focus on understanding OSHA.
2. Pass out “OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” handout and ask the class to complete it. Inform the class that they may or may not know the answers to some of the questions, and assure them that is not a problem; they will review the answers as a class.
3. Allow about 15 minutes for the class to complete the questionnaire.
4. Pass out the OSHA literature listed under “Materials.”
5. Break up the class into four groups. Ask each group to read 1 of the 4 fact sheets and then look at the questionnaire to see which questions on the questionnaire are answered by their fact sheet.
6. Then go down the list of questions and ask the class where the answers can be found. Each group reports back.
7. Go to Activity 1.2 to provide and discuss the correct answers with the class.

Evaluation:

- Completion of “OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” Handout

Resources:

<http://www.osha.gov/Publications/osh3165.pdf>
http://www.osha.gov/OshDoc/data_General_Facts/jobsafetyandhealth-factsheet.pdf
http://www.osha.gov/OshDoc/data_General_Facts/factsheet-inspections.pdf
http://www.osha.gov/OshDoc/data_General_Facts/whistleblower_rights.pdf

Name: _____ Date: _____

Activity 1.1: OSHA Questionnaire:
What legal rights do workers have to a safe job?

1. Workers in the U.S. have a legal right to a safe and healthy job. ☐ True ☐ False
2. If you are an immigrant, you are not protected by any workplace safety laws.
☐ True ☐ False
3. Legally, who is responsible for providing a safe and healthy workplace?
☐ The Employer ☐ The Workers
☐ The Union ☐ OSHA ☐ All of The Above
4. Workers have the right to file a formal or non-formal OSHA complaint alleging a workplace safety and/or health violation. ☐ True ☐ False
4. When workers call OSHA to request an inspection of the workplace, their name is never revealed to the employer.
☐ True ☐ False
6. OSHA inspectors must always tell the employer before they come to inspect the workplace.
☐ True ☐ False
7. Workers have the legal right to refuse to do unsafe or unhealthful job tasks. ☐ True ☐ False
8. Workers have the right to know about the chemicals they work with, and employers must train employees how to work safely with chemicals. ☐ True ☐ False
9. Workers can be fired if they request a safety inspection from the government, and there's nothing that can be done about it.
☐ True ☐ False
10. What questions do you have about workplace safety laws? _____

You have the right to a safe workplace

You have the right to a safe workplace. The Occupational Safety and Health Act of 1970 (OSH Act) was passed to prevent workers from being killed or seriously harmed at work. The law requires employers to provide their employees with working conditions that are free of known dangers. The Act created the Occupational Safety and Health Administration (OSHA), which sets and enforces protective workplace safety and health standards. OSHA also provides information, training and assistance to workers and employers. Workers may file a complaint to have OSHA inspect their workplace if they believe that their employer is not following OSHA standards or that there are serious hazards.

Contact OSHA if you have questions or want to file a complaint. We will keep your information confidential. We are here to help you.

Regional Office
230 South Dearborn Street, Room 3244
Chicago, Illinois 60604
(312) 353-2220
(312) 353-7774 FAX

Calumet City Area Office
1600 167th Street, Suite 9
Calumet City, Illinois 60409
(708) 891-3800
(708) 862-9659 FAX

Chicago North Area Office
701 Lee Street - Suite 950
Des Plaines, Illinois 60016
(847) 803-4800
(847) 390-8220 FAX

Preview:

Job Safety and Health

It's the law!

EMPLOYEES:

- You have the right to notify your employer or OSHA about workplace hazards. You may ask OSHA to keep your name confidential.
- You have the right to request an OSHA inspection if you believe that there are unsafe and unhealthful conditions in your workplace. You or your representative may participate in that inspection.
- You can file a complaint with OSHA within 30 days of retaliation or discrimination by your employer for making safety and health complaints or for exercising your rights under the *OSH Act*.
- You have the right to see OSHA citations issued to your employer. Your employer must post the citations at or near the place of the alleged violations.
- Your employer must correct workplace hazards by the date indicated on the citation and must certify that these hazards have been reduced or eliminated.
- You have the right to copies of your medical records and records of your exposures to toxic and harmful substances or conditions.
- Your employer must post this notice in your workplace.
- You must comply with all occupational safety and health standards issued under the *OSH Act* that apply to your own actions and conduct on the job.

EMPLOYERS:

- You must furnish your employees a place of employment free from recognized hazards.
- You must comply with the occupational safety and health standards issued under the *OSH Act*.

This free poster available from OSHA –
The Best Resource for Safety and Health

OSHA
Occupational Safety
and Health Administration
U.S. Department of Labor



Free assistance in identifying and correcting hazards or complying with standards is available to employers, without citation or penalty, through OSHA-supported consultation programs in each state.

1-800-321-OSHA
www.osha.gov

OSHA 3165-12-06R

Preview:



OSHA FACT Sheet

Job Safety and Health

Why should everyone be concerned about job safety and health?

Each year, approximately 6,000 employees in this country die from workplace injuries while another 50,000 die from illnesses caused by exposure to workplace hazards. In addition, 6 million workers suffer non-fatal workplace injuries at an annual cost to U.S. businesses of more than \$125 billion.

Effective job safety and health add value to the workplace and help reduce worker injuries and illnesses.

How does OSHA contribute to job safety and health?

Congress passed the *Occupational Safety and Health Act of 1970*, (*OSH Act*), "to assure so far as possible every working man and woman in the Nation safe and healthful working conditions and to preserve our human resources." *Title 29 of the Code of Federal Regulations (CFR)*, Parts 1902-1990, contains OSHA regulations and standards.

Some states have enacted occupational safety and health laws and operate federally approved state plans. Such states adopt and enforce state standards and regulations that are at least as effective as those enacted under federal law.

Are all employees covered by the OSH Act?

The *OSH Act* covers all employees except workers who are self-employed and public employees in state and local governments.

In states with OSHA-approved state plans, public employees in state and local governments are covered by their state's OSHA-approved plan. Federal employees are covered under the *OSH Act's* federal employee occupational safety and health programs, see *29 CFR Part 1960*. United States Postal Service employees, however, are subject to the same *OSH Act* coverage provisions as are private sector employers.

The *OSH Act* does not apply to particular working conditions addressed by regulations or standards affecting occupational safety or health that are issued by federal agencies, other than OSHA, or by a state atomic energy agency. Other federal agencies that have issued requirements affecting job safety or health include the Mine Safety and Health Administration and some agencies of the Department of Transportation.

What are your responsibilities as an employer?

If you are an employer covered by the *OSH Act*, you must provide your employees with jobs and a place of employment free from recognized hazards that are causing, or are likely to cause, death or serious physical harm. Among other actions, you must also comply with the OSHA statutory requirements, standards, and regulations that, in part, require you to do the following:

- Provide well-maintained tools and equipment, including appropriate personal protective equipment;
- Provide medical examinations;
- Provide training required by OSHA standards;
- Report to OSHA within 8 hours accidents that result in fatalities;
- Report to OSHA within 8 hours accidents that result in the hospitalization of three or more employees;
- Keep records of work-related accidents, injuries, illnesses—and their causes—and post annual summaries for the required period of time. A number of specific industries in the retail, service, finance, insurance, and real estate sectors that are classified as low-hazard are exempt from most requirements of the regulation, as are small businesses with 10 or fewer employees (see *29 CFR Part 1904*);
- Post prominently the OSHA poster (OSHA 3165) informing employees of their rights and responsibilities;
- Provide employees access to their medical and exposure records;
- Do not discriminate against employees who exercise their rights under the *OSH Act*;
- Post OSHA citations and abatement verification notices at or near the worksite;
- Abate cited violations within the prescribed period; and
- Respond to survey requests for data from the Bureau of Labor Statistics, OSHA, or a designee of either agency.

What are your rights as an employer?

When working with OSHA, you may do the following:

- Request identification from OSHA compliance officers;
- Request an inspection warrant;

Preview:

OSHA FactSheet

OSHA Inspections

The Occupational Safety and Health Administration is committed to strong, fair and effective enforcement of safety and health requirements in the workplace. OSHA inspectors, called compliance safety and health officers, are experienced, well-trained industrial hygienists and safety professionals whose goal is to assure compliance with OSHA requirements and help employers and workers reduce on-the-job hazards and prevent injuries, illnesses and deaths in the workplace.

Normally, OSHA conducts inspections without advance notice. Employers have the right to require compliance officers to obtain an inspection warrant before entering the worksite.

Inspection Priorities

OSHA cannot inspect all 7 million workplaces it covers each year. The agency seeks to focus its inspection resources on the most hazardous workplaces in the following order of priority:

- 1. Imminent danger situations**—hazards that could cause death or serious physical harm—receive top priority. Compliance officers will ask employers to correct these hazards immediately—or remove endangered employees.
- 2. Fatalities and catastrophes**—incidents that involve a death or the hospitalization of three or more employees—come next. Employers must report such catastrophes to OSHA within 8 hours.
- 3. Complaints**—allegations of hazards or violations also receive a high priority. Employees may request anonymity when they file complaints.
- 4. Referrals** of hazard information from other federal, state or local agencies, individuals, organizations or the media receive consideration for inspection.
- 5. Follow-ups**—checks for abatement of violations cited during previous inspections—are also conducted by the agency in certain circumstances.
- 6. Planned or programmed investigations**—inspections aimed at specific high-hazard industries or individual workplaces that have experienced high rates of injuries and illnesses—also receive priority.

Phone/Fax Investigations

OSHA carefully prioritizes all complaints it receives based on their severity. For lower-priority hazards, with permission of a complainant, OSHA may telephone the employer to describe safety and health concerns, following up with a fax providing details on alleged safety and health hazards. The employer must respond in writing within five working days, identifying any problems found and noting corrective actions taken or planned. If the response is adequate and the complainant satisfied with the response, OSHA generally will not conduct an on-site inspection.

Onsite Inspections

Preparation—Before conducting an inspection, OSHA compliance officers research the inspection history of a worksite using various data sources, review the operations and processes in use and the standards most likely to apply. They gather appropriate personal protective equipment and testing instruments to measure potential hazards.

Presentation of credentials—The onsite inspection begins with the presentation of the compliance officer's credentials, which include both a photograph and a serial number.

Opening Conference—The compliance officer will explain why OSHA selected the workplace for inspection and describe the scope of the inspection, walkaround procedures, employee representation and employee interviews. The employer then selects a representative to accompany the compli-

Preview:

OSHA FactSheet

Your Rights as a Whistleblower

You may file a complaint with OSHA if your employer retaliates against you by taking unfavorable personnel action because you engaged in protected activity relating to workplace safety and health, commercial motor carrier safety, pipeline safety, air carrier safety, nuclear safety, the environment, asbestos in schools, corporate fraud, SEC rules or regulations, railroad carrier safety or security, or public transportation agency safety or security.

Whistleblower Laws Enforced by OSHA

Each law requires that complaints be filed within a certain number of days after the alleged retaliation.

You may file complaints by telephone or in writing under the:

- *Occupational Safety and Health Act* (30 days)
- *Surface Transportation Assistance Act* (180 days)
- *Asbestos Hazard Emergency Response Act* (90 days)
- *International Safe Container Act* (60 days)
- *Federal Rail Safety Act* (180 days)
- *National Transit Systems Security Act* (180 days)

Under the following laws, complaints must be filed in writing:

- *Clean Air Act* (30 days)
- *Comprehensive Environmental Response, Compensation and Liability Act* (30 days)
- *Energy Reorganization Act* (180 days)
- *Federal Water Pollution Control Act* (30 days)
- *Pipeline Safety Improvement Act* (180 days)
- *Safe Drinking Water Act* (30 days)
- *Sarbanes-Oxley Act* (90 days)
- *Solid Waste Disposal Act* (30 days)
- *Toxic Substances Control Act* (30 days)
- *Wendell H. Ford Aviation Investment and Reform Act for the 21st Century* (90 days)

Unfavorable Personnel Actions

Your employer may be found to have retaliated against you if your protected activity was a contributing or motivating factor in its decision to take unfavorable personnel action against you.

Such actions may include:

- Firing or laying off
- Blacklisting
- Demoting
- Denying overtime or promotion
- Disciplining

- Denying benefits
- Failing to hire or rehire
- Intimidation
- Reassignment affecting promotion prospects
- Reducing pay or hours

Filing a Complaint

If you believe that your employer retaliated against you because you exercised your legal rights as an employee, contact your local OSHA office *as soon as possible*, because you must file your complaint within the legal time limits. OSHA conducts an in-depth interview with each complainant to determine whether to conduct an investigation. For more information, call your closest OSHA Regional Office:

- *Boston* (617) 565-9860
- *New York* (212) 337-2378
- *Philadelphia* (215) 861-4900
- *Atlanta* (404) 562-2300
- *Chicago* (312) 353-2220
- *Dallas* (972) 850-4145
- *Kansas City* (816) 283-8745
- *Denver* (720) 264-6550
- *San Francisco* (415) 625-2547
- *Seattle* (206) 553-5930

Addresses, fax numbers and other contact information for these offices can be found on OSHA's website, www.osha.gov, and in local directories. Some complaints must be filed in writing and some may be filed verbally (call your local OSHA office for assistance). Written complaints may be filed by mail (we recommend certified mail), fax, or hand-delivered during business hours. The date postmarked, faxed or hand-delivered is considered the date filed.

If retaliation for protected activity relating to occupational safety and health issues takes place in a state that operates an OSHA-approved state plan, the complaint should be filed with the state agency, although persons in those states may file with Federal OSHA at the same time. Although the *Occupational Safety and*

Activity 1.2: OSHA Questionnaire: What legal rights do workers have to a safe job? Review (40 minutes)

Objectives:

- To review the answers of the OSHA questionnaire

Materials:

- “Activity 1.1: OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” Handout
- “Activity 1.3: Answers to Activity 1.1: OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” Handout

Steps:

1. Now that the class has covered some OSHA content, ask the class to review “Activity 1.1: OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” handout and make any changes to their answers.
- Review each question by having different students read the questions out loud and discuss the answers. Use the “Activity 1.3: Answers to Activity 1.1: OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” handout to elaborate each answer.

Evaluation:

- Completion of “Activity 1.1: OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?” Handout with correct answers.

Activity 1.2

Answers to Activity 1.1: OSHA Questionnaire: What Legal Rights do Workers have to a Safe Job?

1. True & False. There is a federal (national) law called OSHA. It protects millions of workers from hazards/dangers on the job. If you work for a company or a business, you are covered by this law.

But, the federal OSHA law does not apply to all workers. If you work for yourself, you are not covered by this law. For example, domestic workers are not covered by OSHA.

If you work for state or city government in Illinois, you are not covered by the federal OSHA law, but there is a state OSHA law to protect you instead; Public Sector employees are covered by Illinois Department of Labor. If you are a miner, railroad worker or atomic energy worker, you are covered by other safety laws, not the OSHA law.

2. False. OSHA covers immigrant workers, whether they have papers or not.

3. The Employer. The OSHA law says that employers are responsible; it is their legal duty to provide a workplace free of hazards. If employers don't protect workers from workplace dangers, they are breaking the law. The employer is required to correct the hazards and may have to pay fines but that depends on a number of issues. Employees can do their part to help make the workplace safe by following work rules of their employer and OSHA standards.

4. True. Anyone who works in a workplace covered by the OSHA law has the right to call in OSHA. Some organizations such as unions and worker centers can also call OSHA for the workers they represent. Family members can also call OSHA.

5. True. OSHA will not tell the employer who asked for an inspection; the worker's name is never revealed to the employer. However, it is a good idea to have a contact person representing the workers who can walk around with the inspector on the inspection. The person should be someone who knows the hazards at the workplace and is not afraid to speak out. If the workers are represented by a union at the workplace, the contact person would be a union representative, such as a shop steward.

6. False. Inspectors usually make unannounced inspections. But, sometimes the inspectors have to tell the company they are coming: if the condition is an imminent danger (a worker could die), if the inspection must be conducted after regular work hours, or if management and worker reps are not likely to be there when the inspector comes.

7. True. But there are some rules you have to follow:

- a. You must believe that there is an imminent danger (a worker could die or have a very bad injury).
- b. You must first ask the employer to fix the problem
- c. It's not possible to do the task another way.
- d. There is not enough time for OSHA to get there
- e. You offered to do another task, and you did not leave your workplace.

8. True. OSHA has created rules (called standards) for employers. These standards explain what the employer must do to fix hazards. One of the standards says that employees have the right to information about the chemicals they work with and how to work safely with chemicals.

OSHA standards exist for some safety and health hazards, but not all of them. OSHA standards are found in the Code of Federal Regulations.

9. False. It is illegal to fire an employee or treat them unfairly for using their rights under the OSHA law. There is a section of the OSHA law that applies to this situation. (It's called Section 11 [c].) Workers have 30 days to file a complaint with OSHA about discrimination.

Activity 1.3: Who is covered by Federal OSHA? (30 minutes)

Objectives:

- To comprehend who is covered by Federal OSHA by reading two scenarios.

Materials:

- “Activity 1.3: Who is covered by Federal OSHA?” Handout

Steps:

1. Divide the class into three-four groups and ask them to complete “Activity 1.3: Who is covered by Federal OSHA?” Handout.
2. Encourage class discussion by discussing the answers; allow each group to provide some answers.

Evaluation:

- Completion of “Activity 1.3: Who is covered by Federal OSHA” Handout

Resources:

Adapted from Interfaith Worker Justice, Health & Safety in the Workplace, Instructional Guide. Interfaith Worker Justice. 2010

Name: _____ Date: _____

Activity 1.3: Who is covered by Federal OSHA?

Instructions: There are two parts in this activity. In the first part, read each person's background and say if he/she is covered by Federal OSHA. The second part is a scenario. Read it and then answer the questions at the end of it.

Who is covered by OSHA?

1. Miguel, one of three employees of Jimmy's Landscaping. ____Yes ____No
2. Rafael, who works for MK Construction. He doesn't have papers. ____Yes ____No
3. Lola, who makes her own arrangements to clean houses. She is not employed by an agency.
____Yes ____No
4. Vanessa, who works for the State of Illinois. ____Yes ____No

What rights does Maria have under OSHA?

Maria works in a factory making toys. Maria complained to her employer about a chemical that she used to clean paint. It was giving her a rash and cracked skin on her hands. She asked for information about the chemical and for gloves. The employer did not respond to her request. A week passed. She asked again. The employer did not respond. Then the employer changed her work hours and put her on the night shift. Instead of working 35 hours per week, she now works only 20 hours per week.

What should Maria do? _____

What rights does the OSHA law give her? _____

Answers to Activity 1.3: Who is covered by Federal OSHA?

Who is covered by OSHA?

1. Yes.
2. Yes.
3. No.
4. No, but Vanessa is covered by a state OSHA law.

What rights does Maria have under OSHA?

Employees that sustain a workplace illness or injury should be encouraged to formally report this to the employer. In this case, it would include providing details about what caused the rash, i.e. a chemical and how it could have been prevented, i.e. the use of PPE such as gloves. The employer failed to comply with the OSHA Hazard Communication Standard.

At minimum the employer did not train employee about the hazards or health effects associated with use of the chemical, and personal protective equipment was not provided. There may be more issued depending on the chemical in use.

The employee at this point can call OSHA a file a complaint on the fact that they sustained an illness or injury caused by the chemical and the employer did not provide PPEs.

1. The employer is required to have a written hazard communication program.
2. The employer is required to provide employees with training related to the hazards associated with the chemicals they use at the workplace.
3. The employer is also required to have Material Safety Data Sheets on file for each chemical in use at the workplace. And the material safety data sheets must be readily available to employees.
4. Training should consist of MSDS review for hazards associated with the chemical and the requirement and selection of adequate Personal Protective Equipment.

Maria has a right to know about the chemicals that she works with, according to an OSHA standard called Hazard Communication. The standard says that employers have to provide information about what's in chemical products used in the workplace and how to work safely with the product.

Maria has a right to file a complaint with OSHA for discrimination under (Section 11 c of) the OSHA Act. She has 30 days to do this from the time the employer changed the work hours, or 30 days from last discriminatory act. She should also speak to her co-workers to find out if they have a rash too. Together they can call the nearest OSHA Center for advice on this issue. The worker center can help them file an OSHA complaint about the chemicals they work with and the discrimination complaint.

Theme Two: Identifying Hazards (2 hours)

Activity 2.1: Workplace Interview (40 minutes)

Objectives:

- To describe one's workplace and share personal work experiences by conducting an interview
- To identify possible hazards mentioned during the interviews

Vocabulary:

- Workplace
- Hazard
- Health

Materials:

- "Activity 2.1: Workplace Interview" Handout

Steps:

1. Start the conversation of students' workplace by asking the class where they work, at the same time, start passing out "Activity 2.1: Workplace Interview" Handout. Allow various students to respond out loud and to briefly describe their workplace.
2. Once everyone receives the handout, let the students know that this activity is centered on his/her workplace and they will conduct a classmate interview.
3. Allow students to pair up and start the interview. Give each student 10-15 minutes to interview each other; make sure to give a one-minute warning before time is up.
4. As the students are interviewing each other, the facilitator should walk around the classroom, listen to the various responses, and provide further assistance as needed.
5. When the students are done with the interview, encourage a whole-class discussion by asking "What did you find most interesting about your partner's workplace?" and "Were there any dangerous situations in your partner's job?"
6. Wrap up the discussion by stating that there are many resources to understand and address workplace health and safety hazards and that OSHA is a federal agency that enforces and promotes worker health and safety. This activity is a warm-up for the next activity that will focus on workplace hazards.

Evaluation:

- Completion of the interview

Name: _____ Date: _____

Activity 2.1: Workplace Interview

Instructions: Ask the following questions to one of your classmates. If he/she does not currently work, ask about his/her previous job.

1. What do you do at your job? _____

2. How long have you done this job? _____
3. What is easy about your job? _____

4. What is difficult about your job? _____

5. Do you think your job is safe? Why or why not? _____

6. What are the hazards/dangers in your job? _____

7. Have you, or someone you know, ever had an accident at work? _____
 - a. What happened? _____

 - b. How did you/they handle it? _____

8. How does your job affect your health? _____

Thank you for participating!

Activity 2.2: Defining Health and Safety Hazards (30 minutes)

Objectives:

- To discuss the difference between a safety hazard and a health hazard at the workplace by providing examples

Vocabulary:

- Health Hazard
- Safety Hazard

Materials:

- “Activity 2.2: Defining Health and Safety Hazards” Handout¹
- Large presentation paper or white board
- Markers or dry erase markers
- “Types of Hazards Fact Sheet” Handout²

Steps:

1. Provide the students with a copy of “Types of Hazards Fact Sheet” Handout². Briefly explain and define terms. It will also be used for Activity 2.3.
2. Ask the class “What is a safety hazard? What is a health hazard?” and engage in a mini all-class discussion.
3. Provide students with “Activity 2.2: Defining Health and Safety Hazards” Handout and discuss the definitions with the class.¹ Explain the definitions of safety and health hazards by posting the following definitions of a safety hazard and health hazard (on a large presentation paper or white board):
 - a. Safety Hazards:
 - Cause physical injuries and accidents
 - Cause immediate harm
 - Examples: broken bones, cuts, bruises, sprains or electrocutions
 - b. Health Hazards:
 - Cause internal injuries like diseases or illnesses
 - Cause long-term harm, may take years to develop
 - Examples: Cancer, heart disease, loss of hearing or reproductive problems
4. Ask the students to form groups of 3-4 people and complete “Activity 2.2: Defining Health and Safety Hazards” Handout.
5. Go over the students’ responses and ask about their own personal experiences.

Evaluation:

- Completion of “Activity 2.2: Defining Health and Safety Hazards” Handout

Resources:

¹ Definitions were adapted from *Workplace health and Safety ESOL Curriculum*. Jenny Lee Utech, Mass. Worker Education Roundtable, 2005.

² Adapted from *Health and Safety in the Workplace: Instructional Guide*. Interfaith Worker Justice, 2010.

Name: _____ Date: _____

Activity 2.2: Defining Health and Safety Hazards

Instructions: Provide some examples for each type of hazard.

1) Safety Hazards:

- Cause physical injuries and accidents
- Cause immediate harm
- Examples: broken bones, cuts, bruises, sprains or electrocutions

2) Health Hazards:

- Cause internal injuries like diseases or illnesses
- Cause long-term harm, may take years to develop
- Examples: Cancer, heart disease, loss of hearing or reproductive problems












| Types of Safety Hazards | Examples | Types of Health Hazards | Examples |
|--|----------|--|----------|
| Fire | | Chemical (dusts, fumes, sprays) | |
| Electrical | | Biological | |
| Falling | | Physical (temperature, radiation, noise, vibration) | |
| Machines | | Ergonomic | |
| Vehicles | | | |
| Confined Spaces (manholes, tanks) | | | |
| Lifting/ Carrying/ Moving things by hand | | | |

| Other Types of Hazards | Examples |
|------------------------|----------|
| Violence | |
| Stress | |





Think about it: What is the main difference between a safety hazard and a health hazard?

Types of Hazards Fact Sheet

Safety Hazards are those which cause injury to the worker.







| Type | Example | Image |
|--|--|---|
| Falls: in general industry, fall protection must be provided to protect from falls from 48"; while in construction, protection must be provided at the 6' mark | Ladders, scaffolds, stairways |  |
| Falls to same level: conditions that cause a person to slip, trip, fall, or hurt themselves | Cluttered workspaces, slippery surfaces, wet or greasy floors |  |
| Falling objects: workers are at risk of falling objects when work is being done above them or when materials are not stacked properly | Working underneath cranes or scaffolds, objects placed on shelves too high |  |
| Electricity: electrocution can occur when a person comes into contact with an electric current | Electric equipment, electrical wires, lightning, batteries |  |
| Sharp objects: can cause cuts and even amputations | Knife, saw, meat cutter, box cutter |  |
| Machines: machine parts, both fast moving and slow parts, can cause accidents as crushing or amputating parts of the body | Motor part, drills |  |
| Moving objects: a person can be struck, run over or crushed by heavy machinery | Tractors, trucks, forklifts |  |
| Confined spaces: is large enough and so configured that an employee can bodily enter and perform work; has limited or restricted means for entry/exit; is not designed for continuous occupancy | Manholes, tanks |  |
| Fire: conditions that increase the risk of a fire occurring in the workplace | Bad wiring, improper use of stoves, failure to have fire safety equipment |  |
| Repetitive motions: work that requires the same motion over and over can cause pain or injuries over time, even if the motions are not difficult | Assembly line, poultry and meat cutting, using computer keyboards |  |
| Heavy lifting: Pushing/pulling objects that are too heavy or carried incorrectly can cause back problems or problems in other parts of the body; back problems are the most common | Boxes, people |  |

Physical Hazards can cause illnesses when they transfer energy from the object to the person.






| Type | Example | Image |
|--|--|---|
| Noises: can cause hearing damage, either immediately or gradually over time; noise exposure is calculated for 8 hours | Machinery, motors, explosions, loud music |  |
| Heat: a hot surface or overexposure to the sun or heat can cause burning or dehydration | Working outside during the summertime, ovens, fryers, grills |  |
| Cold: exposure to cold or being trapped in a cold place can cause frostbite, hypothermia, and even death | Working outside during the wintertime, refrigerators, freezers |  |
| Miscellaneous: any other physical object that can cause injury or illness | Radiation, ill-fitting protective equipment |  |

Chemical Hazards can enter the body in the following ways:



- Inhalation (breathing)
- Ingestion (swallowing)
- Absorption (through the skin)
- Through openings in the skin (cuts)

| Type | Example | Image |
|--|--|---|
| Solids: chemicals in solid form | Dry paint (can contain lead) |  |
| Dust: dust contains small particles of solids | Cement bags, fiberglass, asbestos |  |
| Liquids: chemicals in liquid form at room temperature | Pesticides, paints, cleaning products |  |
| Vapor: vapor is a gas that has evaporated; can cause eye and skin irritations or even cause brain damage over time | Pesticides, paints, cleaning products |  |
| Gas: some chemicals exist as gases at room temperature; some solid and liquid chemicals convert into gas when heated | Aerosols, carbon monoxide, vehicle fumes, hydrogen sulfide |  |
| Fumes: A fume or fumes refers to vapors (gases), dusts and/or smoke given off by a substance as a result of a chemical transformation such as reaction, heating, explosion or detonation. | Welding, asphalt |  |

Biological Hazards are living things that can cause injury or illness to human beings.

| Type | Example | Image |
|---|--|---|
| Animals/Rodents: many injuries and illnesses can be caused by contact with animals or animal waste | Allergies, manure |  |
| Insects: certain insects may appear in filthy workplaces; they can bite and spread disease | Roaches |  |
| Sick people: illnesses can be transmitted from one person to another, through contact with a sick person or that person's fluids | Examples of illness: cold and flu Examples of bodily fluids: saliva, blood, waste |  |
| Needles & Syringes: a variety of illnesses can be transmitted through shared or contaminated needles | AIDS, Hepatitis |  |
| Plants: many illnesses can be caused by contact with plants | Pollen, mold, poison ivy |  |

Additional Hazards are those which cannot be classified into the other categories but can cause health or safety problems for workers.

| Type | Example | Image |
|---|--|---|
| Violence: violence in the workplace is violence which is directed to employees or employers; recall that homicides are one of the leading causes of workplace deaths | Using weapons against coworkers, fights at work, employee abuse, robbery at work |  |
| Stress: this occurs when the demands of the job are greater than the capacity or resources of the worker | Angry clients, not enough time to complete a task |  |

Activity 2.3: Risk Mapping (50 minutes)

Objectives:

- To identify safety and health hazards by drawing and labeling a risk map

Vocabulary:

- Risk Map

Materials:

- “Sample Risk Map of a Warehouse Store” Handout¹
- “Types of Hazards Fact Sheet” Handout²
- “Student-made Risk Map Workplace” Handout
- 6-8 Large presentation paper
- Color Markers
- Tape

Steps:

1. Explain that risk mapping is a method that workers use to identify hazards by drawing.
2. Form groups of 3-4 people (if possible, according to their common line of work) and provide each group with “Sample Risk Map of a Warehouse Store” handout to identify some hazards; remind class to use “Types of Hazards Fact Sheet” Handout from the previous activity; discuss as a class.
3. For each group, ask students to:
 - a. Describe his/her workplace or a similar workplace that is familiar or common to his/her industry (ex. A cafeteria, a factory, or fast food chain); use “Student-made Risk Map Workplace” handout to draw a small scale of their map.
 - b. To create a map of the workplace described on a large presentation paper
 - i. This includes a floor plan indicating rooms, work areas, equipment, furniture, windows and doors. The maps do not need to be very elaborate, but students are encouraged to include as many details as time allows.
 - c. Label and color code the locations of hazards on the floor plans:
 - i. Use “red” to indicate “physical and safety hazards”
 - ii. Use “blue” to indicate “biological and chemical hazards”
 - iii. Use “green” to indicate “other hazards” as stress
4. Each group will post their hazard map on the wall and present it to the class, explaining what the workplace is and what dangers are represented; classmates from the other groups may ask questions about the map.
5. Wrap up by having a whole class discussion; sample questions to ask the class:
 - a. Did you see hazards that you expected?
 - b. Were you surprised by hazards that you had not thought of before?
 - c. How would you propose to reduce or solve some of the hazards depicted in the maps?
 - d. What did you learn from this activity?

Evaluation:

- Completion of Risk Map

Resources:

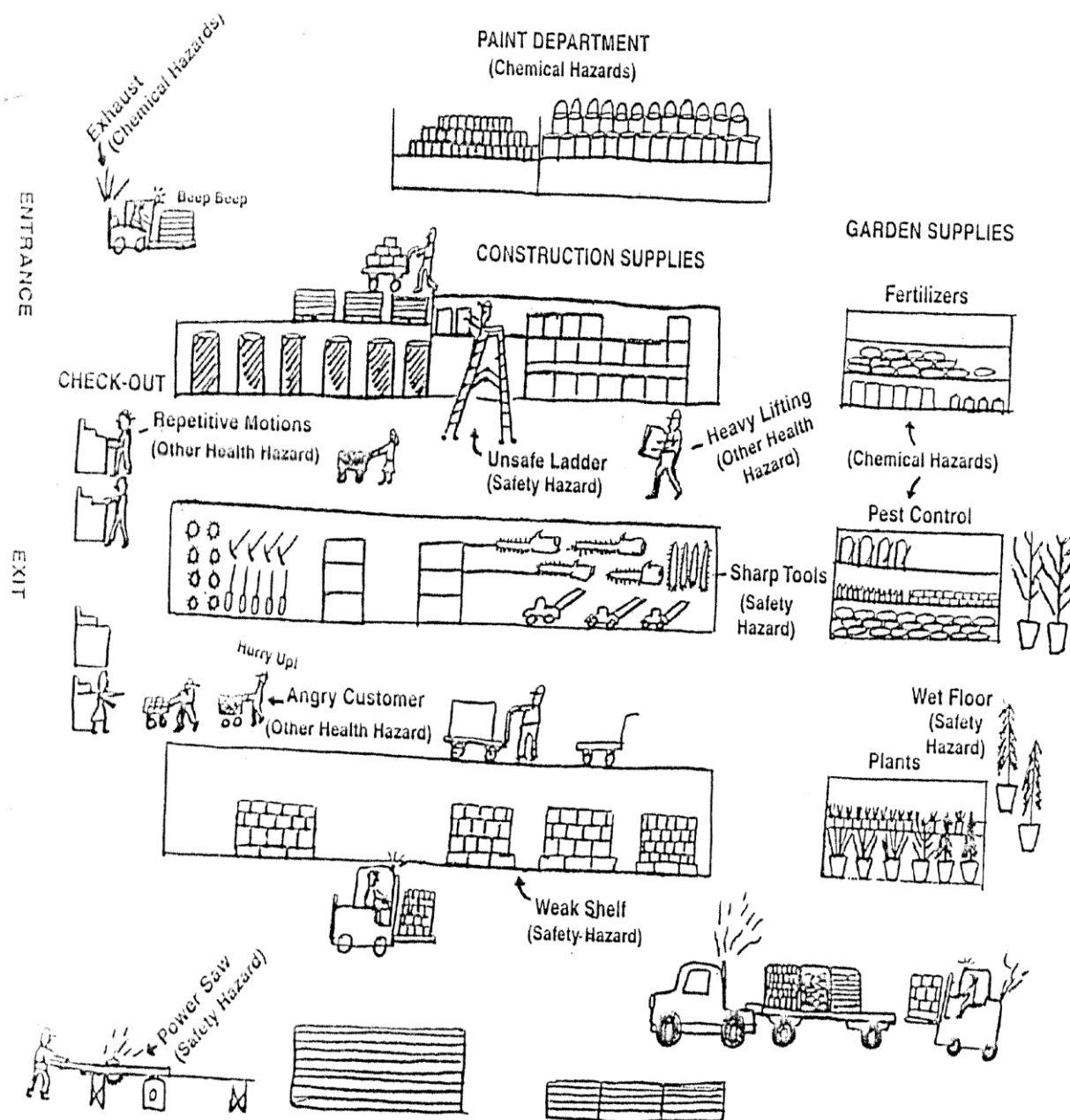
¹ Adapted from *Tools of the Trade*. Lee, Baker, & Darling. Labor Occupational Health Program.

² Adapted from *Health and Safety in the Workplace: Instructional Guide*. Interfaith Worker Justice, 2010.

Name: _____ Date: _____

Activity 2.3: Sample Risk Map of a Warehouse Store

Instructions: Find and identify the various hazards located in the store.



Name: _____ Date: _____

Activity 2.3: Student-made Workplace Risk Map

Instructions: Draw a small-scale of the group's risk map of the workplace.

Theme Three: Effects of Health Hazards (.75 hour)

Activity 3.1: Body Mapping (45 minutes)

Objectives:

- To identify common job-related health concerns/symptoms by labeling a body map
- To correlate such symptoms to health and safety hazards at the workplace through discussion of the body map

Vocabulary:

- Routes of entry

Materials:

- “Activity 2.1: Workplace Interview” Handout
- “Activity 3.1 Body Mapping” Handout¹
- Large presentation paper
- 50 stickers (circular-shaped, but any shape can be used)

Steps:

1. Initiate the conversation about workplace injuries by discussing the routes of entry, defining and posting the following terms :
 - a. **Air/Inhalation:** breathing in a chemical through the nose or mouth
 - b. **Mouth/Ingestion:** eating/swallowing a chemical
 - c. **Skin/Direct contact with skin:** absorbing a chemical through the skin or eyes
 - d. **Aches and Pains**
2. Continue the conversation about workplace injuries by asking the class about their personal experiences at their workplace; Refer the students back to “Activity 2.1: Workplace Interview”, and elaborate on Questions 7 and 8.
3. While the class is sharing these personal experiences, pass out “Activity 3.1 Body Mapping” handout.
4. Allow the students to complete the handout individually first; post a large version of the handout’s diagram on a presentation paper.
5. Pass out five stickers to each student; ask the class to then label the large version diagram by placing a sticker on the body to indicate any work-related injuries or symptoms.
6. Once the entire class has given their input on the presentation paper, invite the students to explain why they put their stickers on the body; point out some common injuries or symptoms in certain industries; encourage a whole-class discussion; some sample questions:
 - a. Why do you think these injuries/symptoms occur?
 - b. How long have you had those injuries/symptoms?
 - c. How can you reduce these injuries/symptoms?

Evaluation:

- Completion of “Activity 3.1 Body Mapping” Handout

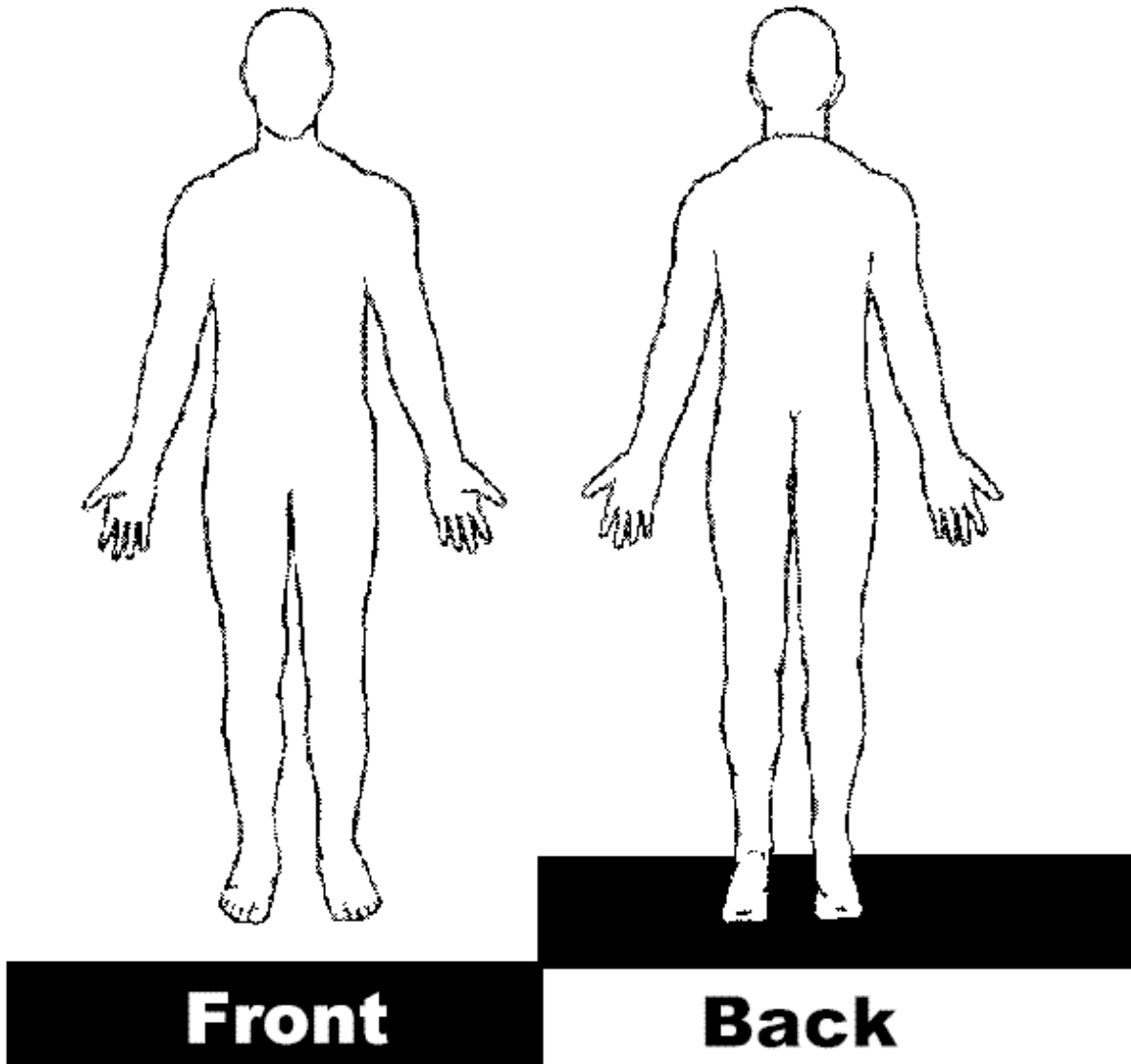
Resources:

¹ Adapted from *Health and Safety in the Workplace: Instructional Guide*. Interfaith Worker Justice, 2010. Image from www.hazards.org/diyresearch

Name: _____ Date: _____

Activity 3.1 Body Mapping

Instructions: Mark with an “X” the parts of the body that are affected by your work duties. Indicate the *Route of Entry* for each of injury or symptom.



ROUTES OF ENTRY

- **Air/Inhalation:** breathing in a chemical through the nose or mouth
- **Mouth/Ingestion:** eating/swallowing a chemical
- **Skin/Direct contact with skin:** absorbing a chemical through the skin or eyes

Theme Four: Reducing Hazards (1 hour)

Activity 4.1: Reducing Hazards: Hierarchy of Controls (30 minutes)

Objectives:

- To identify and describe the hierarchy of controls in a student-made poster

Vocabulary:

- Hierarchy of controls
 - Elimination
 - Substitution
 - Engineering
 - Labor Practices/Administrative Controls
 - Person Protective Equipment

Materials:

- “Activity 3.1 Body Mapping” Handout
- “Activity 4.1 Reducing Hazards: Hierarchy of Controls” Handout¹
- 5 presentation sheets
- Markers/crayons

Steps: 1. Begin by defining each term related to controls:

- Elimination
- Substitution
- Engineering
- Labor Practices/Administrative Controls
- Person Protective Equipment

2. Start the conversation about reducing hazards in the workplace by referring back to the “Activity 3.1 Body Mapping” Handout, and re-ask the class for their suggestions. Provide the class with “Activity 4.1 Reducing Hazards: Hierarchy of Controls” Handout.
3. Divide the class into five groups and give one of the five types of controls for them to read:
 - a. Group 1: Elimination
 - b. Group 2: Substitution
 - c. Group 3: Engineering
 - d. Group 4: Labor Practices/Administrative Controls
 - e. Group 5: Personal Protective Equipment
4. The groups will read about their control, paraphrase the reading and give additional examples related to the assigned control measure.
5. The groups will then make a poster with this information and present it to the class.

Evaluation:

- Completion of “Activity 4.1 Reducing Hazards” Handout

Resources:

¹ Adapted from *Health and Safety in the Workplace: Instructional Guide*. Interfaith Worker Justice, 2010. Image from www.hazards.org/diyresearch

Name: _____ Date: _____

Activity 4.1 How to Reduce Hazards


Employers must keep the workplace safe for workers. There are different ways they can do this. Some ways work better than other ways.

Types of Controls:

BEST!!!

BETTER!!

GOOD!



| | | | | |
|--------------------------------------|----------------------|--------------------|--|---|
| ***** Elimination of Hazard | **** Substitution | *** Engineering | ** Labor Practices/ Administrative Controls (Training and Procedures) | * Personal Protective Equipment (PPE) |
|--------------------------------------|----------------------|--------------------|--|---|

Source: UFCW, A Safety Committee Guide for the Workplace

1. Personal Protective Equipment (PPE):

- It can include respirators, and protective wear for the eyes, ears, and face, gloves, and protective rope.
- This is equipment or clothing to protect the worker, such as respirators, eye goggles, gloves, knee pads, hard hats, steel toed shoes, harnesses.

2. Administrative Controls or Changing Labor Practices:

- Means changing the way and the structure of how work is done.
- Example: instead of one employee exposed to a particular hazard for eight hours a day, the employer could assign four workers to work for two hours each; this could be used for repetitive tasks or for any exposure to a chemical hazard.

3. Engineering Controls:

- Engineering controls is another way that technology can be used to change the work environment, a machine, or some equipment in order to reduce the hazard.
- Examples: machine guards, backup alarms, guardrails, covers, slip resistant surfaces, and using machine to move heavy objects instead of carrying them.

4. Substitution:

- When a hazard cannot be eliminated completely, the second best alternative is substituting the dangerous condition.
- The idea is to substitute chemicals, equipment, or hazardous materials with ones that are less hazardous.
- Example: using paint that does not contain lead-based pigments
- A potential problem is when the product being used as a substitute is as dangerous as the original. For this reason, it is important to find out if the product is truly less hazardous than the original.

5. Elimination:

- The best way to control a hazard is to eliminate it entirely. It is best to do this as early as possible.
- Example: use an electric forklift truck rather than a gas operated forklift truck to eliminate carbon monoxide in a warehouse
- Example: use a chain from the floor to open an elevated valve rather than using a ladder to climb up and open the valve.

Activity 4.2: Reducing Hazards: A Skit (30 minutes)

Objectives:

- To identify ways to minimize or eliminate health and safety problems in the workplace by using the hierarchy of controls in a skit

Materials:

- “Reducing Hazards: A Skit” Handout¹

Steps:

1. Ask the students to use the hazard maps that they developed in the previous activity (Activity 2.3) and to work in the same groups to choose one or two hazards from their maps that they believe is important.
2. The group will then prepare a short skit of where they as workers will approach their employer to discuss ways that the employer can control the workplace hazard. At least one of the hazard control methods should be incorporated in the skit.
3. Encourage an open discussion about the various approaches that groups applied in addressing their concerns to the employer.

Evaluation:

- Completion of “Reducing Hazards: A Skit” Handout¹

Resources:

¹ Adapted from *Health and Safety in the Workplace: Instructional Guide*. Interfaith Worker Justice, 2010. Image from www.hazards.org/diyresearch

Name: _____ Date: _____

Reducing Hazards: A Skit

Instructions: Prepare a short skit of how to approach an employer to discuss ways that the employer can control a workplace hazard. At least one of the hazard control methods should be incorporated in the skit. Use this handout to write a draft.

Theme Five: Common Workplace Hazards (2 hours)

Activity 5.1: Hazard Signs and Symbols (30 minutes)

Objectives:

- To differentiate common hazard symbols by interpreting various diagrams and its purpose.

Materials:

- “Activity 5.1: Hazard Signs and Symbols” Handout

Steps:

1. Introduce this topic by asking the class what type of symbols they have seen (at their workplace or in any building) that have been used as warning signs, or hazard signs. Some students might mention a “No Smoking” sign, or a “Flammable Liquid” sign. As they are responding, pass out “Activity 5.1: Hazard Signs and Symbols” Handout. State that these symbols are not standardized and may vary across settings.
2. Ask students to browse through the various symbols; encourage students to discuss those symbols in groups of four. Let the students know that these symbols are not necessarily standardized; some employers may use different symbols or none at all.
3. State that in order to signal and to minimize workplace hazards, symbols like these are used through buildings. Explain that different signs have different purposes or messages such as: prohibition, requirement, warning or other.
4. Ask the groups to complete the handout; allow 20 minutes. Do one or two symbols with the class as examples. Then review their answers.
5. Review the students’ descriptions.

Evaluation:

- Completion of “Activity 5.1: Hazard Sign and Symbols” Handout

Resources:

- http://upload.wikimedia.org/wikipedia/commons/5/53/Skull_and_crossbones.svg
- <http://upload.wikimedia.org/wikipedia/commons/f/f7/Biohazard.svg>
- http://upload.wikimedia.org/wikipedia/commons/c/cb/DIN_48442_Warnung_vor_einer_Gefahrenstelle_D-W000.svg
- <http://www.clker.com/clipart-2725.html>
- <http://www.clker.com/clipart-2727.html>
- <http://www.clker.com/clipart-2723.html>
- <http://www.clker.com/clipart-2724.html>
- <http://www.clker.com/clipart-2729.html>
- <http://www.clker.com/clipart-2722.html>
- <http://www.clker.com/clipart-2731.html>
- <http://www.clker.com/clipart-2706.html>
- <http://www.clker.com/clipart-2752.html>

Instructor's Handout with Answers
Activity 5.1: Hazard Signs and Symbols

Instructions: What do you see in these pictures? What does it mean?

| Symbol | Meaning | Symbol | Meaning |
|--|--------------------------------------|--|-------------------------------------|
| 1.  | Toxic | 7.  | Mandatory Face Protection |
| 2.  | Biohazard | 8.  | Mandatory Hard Hat Over Head |
| 3.  | Warning | 9.  | Obligatory Protection Against Falls |
| 4.  | Mandatory Hands Palms Protection | 10.  | Obligatory Protection |
| 5.  | Mandatory Feet Protection Hard Boots | 11.  | No Fire or Flames Allowed |
| 6.  | Mandatory Bodily Protection | 12.  | Fork Lift |

Activity 5.2: Common Workplace Hazards (90 minutes)

Objectives:

- To read and discuss the selected readings to report a summary to the class by creating a poster, a skit or use of white board.

Materials:

- JJ Keller's OSHA Safety Training Handbook recommended reading selections:
 - Fire Prevention (page 51)
 - Hearing Conservation (page 115)
 - Lifting and Ergonomics (page 125)
 - Slips, Trips and Falls (page 177)
 - Eye Protection (page 43)
 - Foot Protection (page 77)
 - Hand Protection (page 95)
 - Head Protection (page 109)
 - Respiratory Protection (page 167)
- PowerPoint of "Work at Working Safely" Summary Points
- "Activity 5.2: Common Workplace Hazards: JJ Keller Handbook" Handout
- Presentation paper and markers
- White board and dry erase markers

Steps:

1. Form groups of two- students; provide each student with a JJ Keller handbook and "Activity 5.2: Common Workplace Hazards: JJ Keller Handbook" handout.
2. Assign one reading selection listed under "Materials" or a part of the reading.
 - A chapter can be divided up into parts, depending on the number of participants and their reading capabilities.
3. Ask each group to read their topic together. Allow the group to move to a comfortable space to read (including outside of the classroom, if possible.). Inform the groups that they will be the "experts" on their topic and will teach their topic to the class. Encourage the groups to use their personal experiences in their presentations.
4. Once the groups finish reading the selection, and complete "Activity 5.2: Common Workplace Hazards: JJ Keller Handbook" handout, they should decide on how to present their topic to the class.
5. The groups may present by using presentation paper (to draw a poster or to outline information), use the whiteboard, or make a skit. Allow planning time.
6. Each group then presents their topic to the class; encourage class discussion. Use the PowerPoint of "Work at Working Safely" to summarize key points.

Evaluation:

- Completion of "Activity 5.2: Common Workplace Hazards: JJ Keller Handbook" Handout

Resources:

¹ JJ Keller's OSHA Safety Training Handbook, Sixth Edition

Name: _____ Date _____

Activity 5.2: Common Workplace Hazards: JJ Keller Handbook

Instructions: Read the assigned selection from the JJ Keller Handbook with your group. Summarize the reading by completing the chart below. Use this as a guide for your class presentation.

JJ Keller Topic: _____

Main Idea: _____

Supporting Details:

Supporting Details:

Supporting Details:

Summary: (you may include personal experiences)

Teacher Handout: Activity 5.2: PowerPoint of “Work at Working Safely” Summary Points

- ▶ Fire Prevention; JJ Keller Page 59
 - ▶ Work at working safely
 - ▶ Prevention is the key to eliminating fire hazards
 - ▶ Keep work areas clean and clutter free
 - ▶ Know how to handle and store the chemicals you work with
 - ▶ Know what you are expected to do in case of a fire emergency
 - ▶ Make sure you are familiar with your facility’s emergency action plan for fires
- ▶ Hearing Conservation; JJ Keller Page 121
 - ▶ Make sure disposable ear plugs fit correctly
 - ▶ Annual audiometric test is required for employees with noise exposure = or > 85 dBA over 8 hours
 - ▶ Keep hearing protectors in good order
 - ▶ Don’t use homemade protectors like cotton
 - ▶ Wear hearing protection at home as well
- ▶ Lifting and Ergonomics; JJ Keller Page 134
 - ▶ Cooperate with your employer to make ergonomically designed changes in your workplace
 - ▶ Be aware of the signs and symptoms of CTDs—cumulative trauma disorders and see a doctor about CTD injuries
 - ▶ Become aware of job-specific techniques you can use to alleviate ergonomic problems.
- ▶ Slips, Trips and Falls; JJ Keller Page 186
 - ▶ Move carefully on stairs, in hallways, aisles, and work areas,
 - ▶ Report hazards like poor lighting, spills, and broken stairs,
 - ▶ Learn how to use ladders and scaffolding safely,
 - ▶ Use guardrails on walks, runways, or platforms 4 feet or more from ground level
- ▶ Violence in the Workplace; JJ Keller Page 206
 - ▶ Follow your employer’s security guidelines and report suspicious activity. Don’t take matters into your own hands.
 - ▶ Take steps for personal safety when you’re alone or at risk
 - ▶ Stay calm in a violent situation
 - ▶ After a violent incident, talk about it to reduce stress and fear
- ▶ Personal Protective Equipment
 - ▶ Eye protection—match safety equipment to the degree of hazard, make sure machine guards are in place and know location of the emergency eyewash station (Page 48)
 - ▶ Foot protection—Safety shoes can prevent serious, even disabling injuries at relatively low cost (Page 81)
 - ▶ Hand protection—Gloves should fit you properly and be maintained and do not wear gloves that could get caught in moving parts (Page 98)
- ▶ Personal Protective Equipment
 - ▶ Head protection—if needed use a hard hat and check it daily for signs of dents, cracks or penetration. Store away from sun, clean with warm, soapy water and do not paint your hard hat (Page 112)
 - ▶ Respiratory protection—only use respirators that have been selected to protect against hazards. When you put it on, check for fit and operation. Look for damage or deterioration before and after use. Clean, disinfect and store respirators properly (Page 174)

Theme Six: Workplace Health and Safety Impact (.5 hour)

Activity 6.1: Workplace Health and Safety Impact (30 minutes)

Objectives:

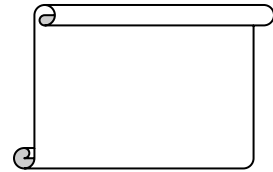
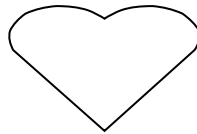
- To reflect on the Health and Safety Awareness activities and discuss the impact it had on students.

Materials:

- “Activity 6.1: Workplace Health and Safety Impact” Handout

Steps:

1. This activity concludes the eight-hour health and safety awareness curriculum and its purpose is to have students reflect on all the activities that they have completed and discuss the impact that this information had on them.
2. Provide “Activity 6.1: Workplace Health and Safety Impact” handout and ask the students to answer the following questions;
 - a. What do you think about what you learned?
 - b. What do you feel about what you learned?
 - c. How will you use what you learned?
3. As the students are completing the handout, draw the following images on the board:



4. Once the students are done, encourage a class discussion by asking students to read some of their responses; write those responses next to the symbols.
5. Finally, go through the resources of OSHA.
6. Wrap up the activity by thanking the students for their cooperation and attention during the entire sessions.

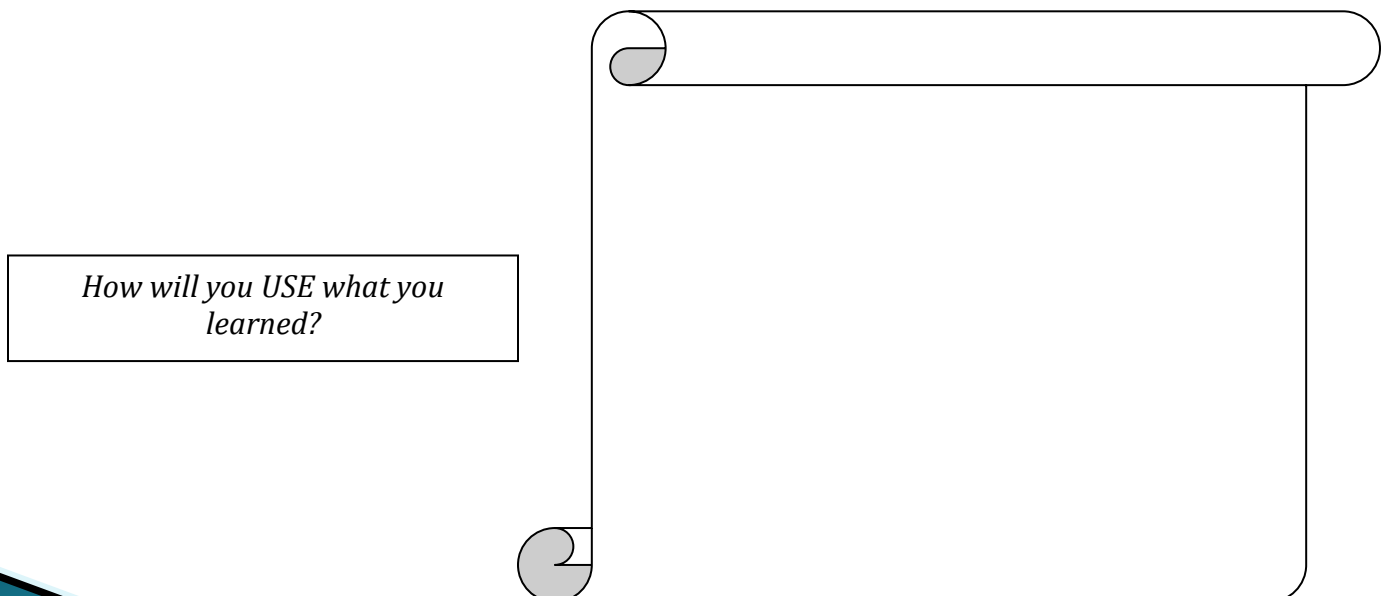
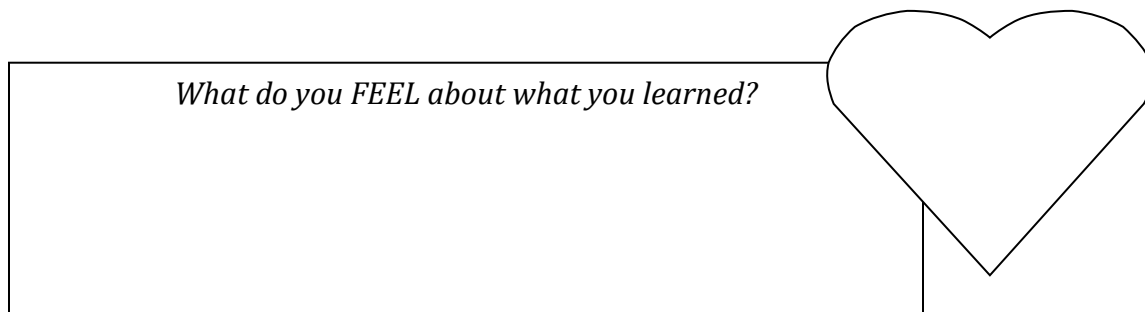
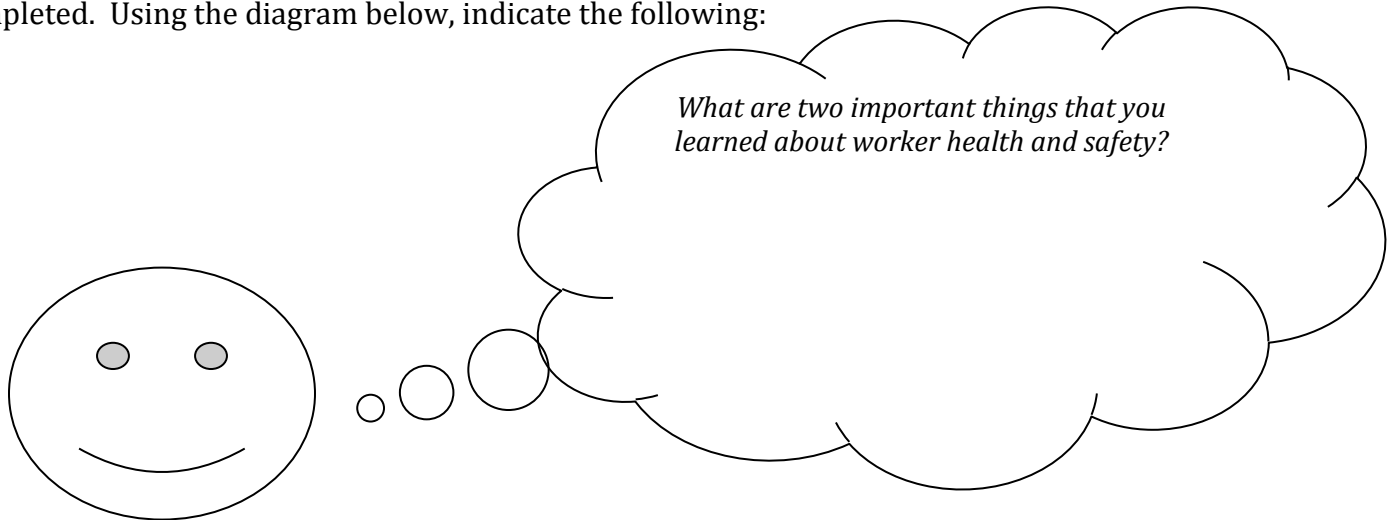
Evaluation:

- Completion of “Activity 6.1: Workplace Health and Safety Impact” Handout

Name: _____ Date: _____

Activity 6.1: Workplace Health and Safety Impact

Instructions: Think about the Workplace Health and Safety Awareness activities that you have completed. Using the diagram below, indicate the following:



Resources:

Taking Action on Unsafe Working Conditions

Worker Advocacy Organizations

These are local grassroots organizations, known as *Workers' Centers*, advocate for Latino workers' rights on many employment issues, including wage theft (wage and hour violations), and worker health and safety. They can file OSHA complaints on workers' behalf and make referrals to workers' compensation lawyers. Most workers' centers listed below are local affiliates of national networks which campaign for fair working conditions for low wage immigrant workers.

| | |
|---|---|
| <p>Arise Chicago info@arisechicago.org (773) 769-6000 1020 W. Bryn Mawr Chicago, IL 60660</p> | <p>Latino Union info@latinounion.org (773) 588-2641 3416 W. Bryn Mawr Chicago, IL 60659</p> |
| <p>Centro de Trabajadores Unidos centrodetrabajadores@gmail.com (773) 297-3379 3200 E. 91st Street Chicago, IL 60617</p> | <p>Restaurant Opportunities Center (ROC) ROC Chicago veronica@rocunited.org (312) 629-2892 77 W. Washington Street, Suite 812 Chicago, IL 60602</p> |
| <p>Chicago Workers Collaborative postmaster@chicagoworkerscollaborative.org (877) 775-8242 Chicago, Waukegan, Rolling Meadows</p> | <p>Warehouse Workers for Justice www.warehouseworkers.org 37 S. Ashland Ave. Chicago, IL 60607</p> |

Contact OSHA if you have questions or want to file a complaint. They will keep your information confidential. They are here to help you. Or visit <http://www.osha.gov>

Regional Office
230 South Dearborn Street, Room 3244
Chicago, Illinois 60604
(312) 353-2220
(312) 353-7774 FAX

Chicago North Area Office
701 Lee Street - Suite 950
Des Plaines, Illinois 60016
(847) 803-4800
(847) 390-8220 FAX

Calumet City Area Office
1600 167th Street, Suite 9
Calumet City, Illinois 60409
(708) 891-3800
(708) 862-9659 FAX

Instructor Notes: Before giving the pre-test to students, it is recommended to begin the session with an icebreaker to warm up the students. A suggested icebreaker can be the first 5 questions of the interview found in Activity 2.1.

Name: _____ Date: _____

Health and Safety Awareness Pre/Post Test

Theme 1: OSHA

Question 1.1 The law covering workplace safety and health is the OSHA Act. Federal OSHA covers private and federal workers.

True/False

Question 1.2 Section 5 (a) (1) General Duty Clause of the OSHA Act requires that employers provide a workplace free of hazards.

True/False

Question 1.3 Workers who act on health and safety concerns by contacting OSHA or filing a complaint with OSHA are protected from discharge or discrimination by their employer under the OSHA law.

True/False

Question 1.4 Only workers who have documented immigration status or papers are protected by the OSHA law.

True/False

Theme 2: Identifying Hazards

Question 2.1 Safety Hazards: Cause physical injuries and accidents and cause immediate harm.

True/False

Question 2.2 Health Hazards: Cause internal injuries like diseases or illnesses and cause long-term harm, may take years to develop

True/False

Theme 3: Effects of Health Hazards

Question 3.1 Which is a route of entry for worker exposures to chemicals or other workplace hazards:

- a. **Air/Inhalation:** breathing in a chemical through the nose or mouth
- b. **Mouth/Ingestion:** eating/swallowing a chemical
- c. **Skin/Direct contact with skin:** absorbing a chemical through the skin or eyes

d. All of the above.



Theme 4: Reducing Hazards

Question 4.1 Rank these approaches from best to least effective with best being 1 and least being 5

| Labor Practices/ Administrative Controls (Training and Procedures) | Personal Protective Equipment (PPE) | Engineering | Elimination of Hazard | Substitution |
|--|--|-------------|-----------------------------|--------------|
| # | # | # | # | # |

Theme 5: Common Workplace Hazards Recommended changing??

Question 5.1

| Symbol | Meaning |
|---|---------|
|  | |
|  | |

Score: _____/14 points

Teacher Handout: Health and Safety Awareness Pre/Post Test Answers

Please see the answers **bolded** below each question.

Theme 1: OSHA

Question 1.1 The law covering workplace safety and health is the OSHA Act. Federal OSHA covers private and federal workers.

True/False

Question 1.2 Section 5 (a) (1) General Duty Clause of the OSHA Act requires that employers provide a workplace free of hazards.

True/False

Question 1.3 Workers who act on health and safety concerns by contacting OSHA or filing a complaint with OSHA are protected from discharge or discrimination by their employer under the OSHA law. **True**/False

Question 1.4 Only workers who have documented immigration status or papers are protected by the OSHA law. True/**False**

Theme 2: Identifying Hazards

Question 2.1 Safety Hazards: Cause physical injuries and accidents and cause immediate harm. **True**/False

Question 2.2 Health Hazards: Cause internal injuries like diseases or illnesses and cause long-term harm, may take years to develop. **True**/False

Theme 3: Effects of Health Hazards

Question 3.1 Which is a route of entry for worker exposures to chemicals or other workplace hazards:

- Air/Inhalation:** breathing in a chemical through the nose or mouth
- Mouth/Ingestion:** eating/swallowing a chemical
- Skin/Direct contact with skin:** absorbing a chemical through the skin or eyes
- All of the above.**



Theme 4: Reducing Hazards

Question 4.1 Rank these approaches from best to least effective with least being 1 and best being 5

| Labor Practices/ Administrative Controls (Training and Procedures) | Personal Protective Equipment (PPE) | Engineering | Elimination of Hazard | Substitution |
|--|---|-------------|-----------------------------|--------------|
| # 1 | # 1 | # 3 | # 5 | # 4 |

Theme 5: Common Workplace Hazards

Question 5.1

| Symbol | Meaning |
|---|----------------------------------|
|  | No Fire or Flames Allowed |
|  | Mandatory Hands Palms Protection |



©2012